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ABSTRACT

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on-the-job training. The two goals for this module are to understand student rules and regulations for on-the-job training and to understand how to orient the student for on-the-job training using a student guide and selected on-the-job training forms. For each goal, these materials are provided: an optional pretest, informative material, and a self-check. Example materials and forms found in the materials for goal 2 include a student guide, orientation training plan, student's weekly work report, student agreement and training agreement, and initial training plan and evaluation forms. Other module contents include a module posttest, pre- and posttest answer keys, and a list of resources for additional information. (YLB)

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The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

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Module 4: Placement Procedures and Counseling Students for Job Application - Mr. John Kidney
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The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
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The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
1982

PRE-TEST: GOAL 1

UNDERSTAND STUDENT RULES AND REGULATIONS FOR ON-THE-JOB TRAINING

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 3 to begin the Learning Activities.

1. What is the purpose of a STUDENT GUIDE?

2. List at least seven topics which may be included in the on-the-job training section of a STUDENT GUIDE.

DIRECTIONS: When finished with the pre-test, please turn to page 26 and compare your answers with the pre-test key. If you missed any questions, read the material on pages 3-4.

LEARNING ACTIVITIES

GOAL 1: UNDERSTAND STUDENT RULES AND REGULATIONS FOR ON-THE-JOB TRAINING

DIRECTIONS: Read pages 3-4 and then complete the Self-Check.

INTRODUCTION:

A student-learner in a cooperative vocational education program has both classroom and on-the-job responsibilities for developing skills in job performance, human relations, proper work habits, and leadership. It is important that the student understand these responsibilities before entering the program, and that an effort is made to refine these skills early in the training program.

For the student who has had no previous work experience, the transition from full-time student to part-time student and part-time employee can be a difficult one. Therefore, it is imperative that the teacher-coordinator outline for the student those rules and regulations that must be met successfully for the student to perform satisfactorily on the job. In doing this, the teacher-coordinator is also assisting the employer in developing a productive, successful employee.

RULES AND REGULATIONS FOR ON-THE-JOB TRAINING:

As the business world has found an employee's handbook to be a useful tool in outlining job responsibilities for workers, a student guide utilizing this format is very useful to the teacher-coordinator in planning and conducting orientation for on-the-job training.

The student guide can serve as a general overview of the cooperative vocational education program and can specifically discuss rules and regulations for the classroom as well as for on-the-job training. The student guide is not intended to replace a unit on work adjustment but rather to complement it.

The following is a list of topics which <u>may</u> be included in the <u>on-the-job training</u> section of a student guide:

Attendance and Transportation

Some schools may have a separate attendance policy for cooperative work experience students. Generally, students should not report for work if absent from school that day. Discuss with student arrangements for transportation to and from work.

Tardiness and Absenteeism

Tardiness means being late to work and absenteeism means being off the job. Both are poor work habits and lead to reduced production.

Punctuality

Stress should be placed on the importance of this work habit. Relate punctuality of school assignments to punctuality with tasks on the job.

Hours of Work

Encourage students to check with employers concerning definite hours of work on week days, weekends, holidays, and the business' overtime policy.

Dress/Grooming

Encourage students to check to see if a dress code exists at the training station.

Use of Time

Stress importance of using time wisely. Earn your pay. Do not look lazy. Adhere to rest period regulations.

Quality of Work

Discuss work standards and expectations of the training sponsor. Stress importance of developing pride in all work completed.

Safety On the Job

Explain to students rules, regulations, and safety procedures which should be followed on the job.

Company Handbooks

Encourage students to read all company literature on history of the business products and/or service provided, rules and regulations, etc.

Dealing with Problems

Explain to the student the role of the teacher-coordinator in helping students adjust to on-the-job training. Also suggest how the training sponsor should be consulted when problems are encountered.

Training Agreements and Training Plan

Explain the training agreements and training plan and why they are used in the cooperative work experience program.

Wage and Payroll Deductions

Explain wages, FICA, and other deductions from the student's paycheck. Make sure the student knows the beginning wage and wage increase policy.

On-the-Job Evaluation

Student should be shown a copy of the evaluation instrument and it should be discussed in detail. The entire evaluation process should also be explained.

Medical and First Aid

Explain procedures for medical care and/or first aid.

SELF-CHECK

1. List the information you would like to provide to work experience students as they prepare for on-the-job training.

DIRECTIONS: When finished, compare your your list with the items described on page 4 of the module. If you would like additional information, please turn to the Additional Resources on page 29.

PRE-TEST: GOAL 2

UNDERSTAND HOW TO ORIENT THE STUDENT FOR ON-THE-JOB TRAINING USING A STUDENT GUIDE AND SELECTED ON-THE-JOB TRAINING FORMS

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If not, turn to page 7 to begin the Learning Activities.

1. List 5 steps to follow in providing the student orientation to on-the-job training.

2. Outline what you should discuss with the students concerning orientation to the three program areas. (Use the Student Guide on pages 9-15 as the model for answering this question.)

3. List at least 4 forms which are used by the teacher-coordinator for on-the-job training AND what the student should know about each of these forms.

DIRECTIONS: When finished with the pre-test, turn to page 26 and compare your answers with the pre-test key. If you missed any of the questions, complete the learning activities.

LEARNING ACTIVITIES

GOAL 2: UNDERSTAND HOW TO ORIENT THE STUDENT FOR ON-THE-JOB TRAINING USING A STUDENT GUIDE AND SELECTED ON-THE-JOB TRAINING FORMS

DIRECTIONS: Read the following information on student orientation procedures for on-the-job training. Also, read the Student Guide, pages 9-15 and selected on- the-job training forms on pages 16-23.

INTRODUCTION:

One of the first class activities at the beginning of the school year should be to orient the students to the work experience program. The program consists of two components--classroom instruction and on-the-job training. Students need to understand each component and how they are coordinated to provide a unique experience for the student.

In addition to an explanation of each program component, the students must understand their responsibilities as student-learners. Specific policies, rules and regulations must be adhered to if the program is to be successful. Developing an orientation to program rules and regulations is an important responsibility of the teacher-coordinator.

Program rules and regulations can be included in a Student Guide along with other important information. A written guide not only stresses the importance of the information, but provides the student with a ready reference throughout the school year. The Student Guide can be included in the orientation procedures for on-the-job training.

STUDENT ORIENTATION PROCEDURES FOR ON-THE-JOB TRAINING:

Step 1 - On the first day of class provide each student with a copy of the Student Guide. The students are given the assignment to read the Student Guide before class on the next day.

Step 2 - Discuss in class the rules and regulations from the Student Guide. Ask students to check with their training sponsors to see if a guide or manual is available for their training station which includes rules and regulations.

Step 3 - Discuss in class the similarities and differences between the Student Guide and company manuals' rules and regulations for employees. (See STUDENT WORKSHEET on page 14.

Step 4 - Discuss the following forms with the students. (Pages 16-23)

A. An Orienation Training Plan for a Secretarial/Clerical Job
B. Weekly Work Report
C. Training Agreement
D. Student Agreement
E. Training Plan
F. Evaluation Instrument

Step 5 - Discuss policies and procedures with each training sponsor as soon as possible.

STEP 1 AND 2: EXPLAINING THE STUDENT GUIDE

The student's orientation should begin with an explanation of the rules and regulations for on-the-job training. An excellent method of presenting this information is to develop a Student Guide.

The Student Guide can be used individually with students beginning their on-the-job training during the summer months, or can be distributed to the class during the initial course orientation. If the latter method is used, it is suggested that the guide be given to students as a reading assignment before the actual orientation. Encouragement should be given to students to have their parents read the guide also. This dual purpose student guide is continually available to the student for self-direction in developing those habits needed to perform competently on the job.

An example of a Student Guide can be found on pages 9-15.

OFFICE EDUCATION

Student Guide

Cedar Falls High School

ON-THE-JOB TRAINING

The purpose of the on-the-job training phase of the Office Education Program is to provide planned learning experiences in offices which will help you prepare for office careers or which provide a foundation for you to build upon when you go on to college. Your training sponsors have agreed to provide you with a minimum of 15 hours of work experience per week for which you will receive pay and school credit.

As a student-learner, you must assume certain responsibilities to help make this on-the-job experience a successful one. The following is a list of those responsibilities and rules and regulations which pertain to your on-the-job training:

Attendance:

Office Education students are expected to be in regular attendance in all classes and on the job. Whether an absence is excused or unexcused is determined by the attendance office with the following exception, "A student must NOT go to work if he or she is absent from school that day unless he/she has coordinator approval. If a student who is absent from classes goes to work without coordinator approval, it will constitute an unexcused absence from all classes and work that day regardless of circumstances."

In the event that a student has any unexcused absences, the following procedures will be implemented.

1st unexcused absence	-	student is notified.
2nd unexcused absence	-	student and parents are notified.
3rd unexcused absence	-	student is notified and official notification is given to the parents.
4th unexcused absence	-	student is removed from the Vocational Education Program and the credits are dropped. Official notification will be given to the parents.

Since all students must carry a minimum of four (4) credits each semester, removal from the Vocational Education Program may jeopardize a student's total enrollment at Cedar Falls High School.

Circumstances such as illness, funeral, emergencies, etc., do occur and are understandable reasons for absences. REMEMBER, however, to always consult with your teacher-coordinator when you will be absent from class or work. If you are ill, the following procedure should be followed:

1. If you become ill in school in the morning and are scheduled to work in the afternoon, see your teacher-coordinator before leaving the building. You must also check out with the school nurse or the attendance office. If your teacher-coordinator is not available, ask Mrs. Paul or Mrs. Olsen to put a note in her mailbox that you have gone home. Be sure you call your employer as soon as you know you will not be able to go to work.
2. If you become ill before going to work, you or one of your parents should: (a) Call the employer; (b) Call the attendance office; and (c) Call your teacher-coordinator or have Mrs. Paul or Mrs. Olsen put a note in her mailbox. Even if you work in the evening, the employer should be contacted at once so other arrangements can be made.

3. If you are working in a school station and become ill, follow the same procedure as described in #1 above.

Punctuality:

Punctuality is a highly desirable quality for all working people. Always be on time for work. If you know you will be late, call your employer and explain the reason. If you are in Early Bird Gym and report for work at 8:00 a.m., explain to your employer that you will be late on gym days.

Hours of Work:

Every student in the Office Education Program must work an average of 15 hours per week in order to receive one hour of school credit. If at any time your hours fall below this minimum requirement, please inform your teacher-coordinator.

Dress and Grooming:

You are evaluated on appearance by your training sponsor. Therefore, follow closely the dress code of your particular work station. Practice daily grooming habits.

Use of Time:

On the job you may be working under pressure with much work to do in a limited time. When you arrive at work, begin immediately on the work you have been assigned. Do not spend time visiting with other employees as this will also be reflected in youron-the-job evaluation. You may or may not receive a coffee break depending upon the number of hours that you work.

Quality of Work:

Strive to make sure the work you do on you job is neat and accurate and is completed according to instructions. Develop self-pride in all work done as it represents you, your employer, and your training station.

How You Will Be Evaluated On-The-Job:

Your teacher-coordinator will make periodic visits to your training station and schedule conferences with you after each visit. Every nine weeks your employer will complete a written evaluation on your job performance. This evaluation will also be discussed with you during a scheduled conference. Any time you have any questions or concerns about your on-the-job training, be sure to talk with your teacher-coordinator.

CLASSROOM INSTRUCTION

The second phase of the Office Education Program is referred to as the related instruction. Office Education Related is the course you are enrolled in either 2nd hour or 4th CD. This hour of instruction includes a variety of units covering topics that will help you improve your job performance. Your teacher-coordinator will explain further the units you will be covering.

Most of you are also enrolled in a second hour of instruction either 3rd hour or 5th hour called Clerical/Steno Procedures. In this class you will be developing competencies in the skill areas which you most need for improved job performance.

The following are your responsibilities in the classroom:

Punctuality:

Please refer to your Cedar Falls High School Handbook and review the rules on tardiness. They apply to all OE students.

Use of Time:

In the Office Education classroom we attempt to create an "office" atmosphere. We expect each of you to be a productive, conscientious "employee" and to use your time wisely. You are evaluated also for your use of time in the classroom.

Quality of Work:

All of you are at different skill levels in the classroom. We want each of you to produce a certain quality and quantity of work according to YOUR own level. Careless work will not be accepted. We want to develop in each of you self-pride in your work, not only here but on-the-job. Your work represents you!

How You Will Be Evaluated in the Classroom:

You will receive two grades from your teacher-coordinator if you are enrolled in both hours of Office Education. You will be evaluated on all of the following:

1. Course assignments
2. Extra assignments
3. Attendance
4. Punctuality to class and in assignments
5. Attitudes toward co-workers and supervisors
6. Dependability
7. Proofreading
8. Accuracy
9. Neatness
10. Ability to follow directions
11. Ability to solve your own problems
12. Ability to work under pressure
13. Use of time

Equipment:

Office machines and other equipment should not be abused. Please fold the typewriter covers and place them on the shelf under your desk. The office machines and typewriters are NEVER to be moved.

Supplies:

Students must supply their own correction materials such as eraser, tape, or liquid. You may use eraseable paper or bond. There may be a lab fee to cover the cost or practice sets, workbooks, and/or materials that are to be used in the classroom. The fee may vary from one year to another because of the price change in the materials we are purchasing. You each will receive a textbook which we will use the entire year. It is your responsibility to bring this textbook to class when needed. At the end of the school year, the textbooks will be collected, and a fee will be assessed if the books are in poor condition or if they have been lost.

OFFICE EDUCATION ASSOCIATION

The third phase of the Office Education Program is the student organization known as OEA. The Office Education Association benefits member students through: participation, socialization, leadership, competition, reward, and a spirit of belonging.

OEA is a co-curricular student organization on the local, state, and national level. At Cedar Falls High School there are two clubs governed by two sets of officers. These officers are elected in the fall of the school year. The offices consist of President, Vice President, Secretary, Treasurer, and Historian.

On the local level, OEA plans a variety of activities during the school year in the following areas:

Civic: These activities are designed to serve the school and community.
Service: These activities emphasize the need for sharing with others.
Professional: These activities contribute to the professional improvement of students.
Financial: These activities help support the financial obligations of the chapter.
Social: These activities help build socialization skills.

On the state level, OEA members are given the opportunity to run for a state office at the Officer Election Conference in Des Moines in the fall of the year. In March, members compete in contests also in Des Moines and winners will advance to national competition.

To make any organization a successful one, takes the combined efforts of all the members. We encourage you to take an active part in the Office Education Association for the benefit of yourself, your school, and your community.

STUDENT WORKSHEET

After reading your Student Guide and training station Office Manual (if one is available) complete the following worksheet.

1. What similarities in rules and regulations did you find?

Student Guide	Office Manual
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____
e. _____	e. _____
f. _____	f. _____

2. What differences in rules and regulations did you find?

Student Guide	Office Manual
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____
e. _____	e. _____
f. _____	f. _____

3. What questions pertaining to rules and regulations for the Office Education Program do you have?

   a. _____

   b. _____

   c. _____

4. What questions pertaining to rules and regulations for your on-the-job training do you have?

   a. _____

   b. _____

   c. _____

STEP 4: DISCUSS SELECTED ON-THE-JOB TRAINING FORMS WITH STUDENTS

Student orientation for on-the-job training should also include knowledge of the various forms which the student and training sponsor will be using. Therefore, the following forms should be discussed with each student. (See pages 16-23).

Suggestions on what to discuss with the students about each form

ORIENTATION TRAINING PLAN (Pages 16-17)

1. Explain the purpose of the form.
2. Explain it will be used for 1-2 weeks only.
3. Explain the importance of getting a good start for on-the-job training.

STUDENT'S WEEKLY WORK REPORT (page 18)

1. Explain the purpose of the form.
2. Tell the students when the form is to be handed in to you.
3. Explain how it will be used for classroom instruction.

STUDENT AGREEMENT AND TRAINING AGREEMENT (Pages 19-20)

1. Explain the purpose of each agreement.
2. Go through each item in each form and explain thoroughly emphasizing what is expected of the student and the consequences of not adhering to the policies and procedures.
3. Have the students sign each form and take them home to have their parents read, study, and sign.

INITIAL TRAINING PLAN AND EVALUATION FORMS (Pages 21-23)

1. Explain the purpose of each form
2. Explain how the performance appraisal or on-the-job training evaluation procedures which will be used by you and ther training sponsor.
3. Explain your procedures for determining the student's grade for on-the-job training.

ORIENTATION TRAINING FOR SECRETARIAL/CLERICAL POSITION

DIRECTIONS: A good orientation is important for all new employees. This may be the new employee's first job and he/she may be uneasy about asking questions. The orientation training plan provides you with an opportunity to develop a spirit of cooperation and effective communication between each new employee and yourself. The activities listed in the outline are suggested items to explain during the orientation training period. You may wish to modify the form for use in your business. Check each item as it is explained to the new employee.

ORIENTATION TO THE BUSINESS

___Provide printed materials about the company
___Provide background information on the business
___Explain the business' philosophy toward customers
___Explain what is expected of new office employees
___Provide an overview of the secretarial/clerical job
___Have the new employee complete necessary forms and paper work
___Answer any questions from the new employee
___Future job opportunities

OFFICE PROCEDURES AND REGULATIONS

Explain to the new employee:

___Work schedules - vacations/time off
___Checking in and out
___Pay rate: regular/overtime
___Fringe benefits, payroll deductions
___Business discounts
___Use of office supplies for personal use
___Dress Code
___Meals and coffee breaks
___Probationary period
___Absence/tardies
___Telephone use
___Safety - accidents in the office
___Job problems
___Personal hygiene/smoking
___Reasons for dismissal
___To whom student-trainee will be responsible
___Evaluation procedures

ORIENTATION TO THE OFFICE JOB

___Introduce the employee to co-workers
___Introduce the person to whom the employee will be responsible
___Explain the supervisor's role
___Tour the work area
___Explain the duties of the job
___Review any training materials and procedures available for the employee to use

ORIENTATION TO BASIC SECRETARIAL/CLERICAL SKILLS

Demonstrate how to perform the following skills:

____Where to get help if needed
____How to answer the telephone
____How to use office reference materials
____Filing procedures
____Letter styles used in the office
____Petty cash system
____Duplicating and photocopying procedures
____Housekeeping duties
____How to receive office guests and clients
____Learn what information is confidential
____Learn various common forms used in the office
____Learn location of supplies and equipment
____Learn office policies and procedures
____Learn procedures for scheduling appointments and travel

OTHER PROCEDURES OR INFORMATION

Please list:

LONE ROCK COMMUNITY HIGH SCHOOL

Student's Weekly Work Report

Trainee: _____ Training Station: _____

Date: _____
Week Ending

1. What were the tasks you performed on the job this week?

2. What new knowledge or skill did you learn from your work?

3. What difficulty occurred or what mistake did you make on the job? How did you handle the situation?

4. What new skill or information could you use in performing your job better?

Weekly Time and Wages Summary				COMMENTS
Date	Time Worked	Total Hours		
		Regular	Overtime	
	Total Hours Worked			

Hourly Rate: _____ Total Wages Earned: _____

_____
Signature

CEDAR FALLS COMMUNITY SCHOOLS -- VOCATIONAL EDUCATION PROGRAM
STUDENT AGREEMENT

The Vocational Education Program is planned to develop a student academically, vocationally, and socially. There are responsibilities that the student must realize and the student must agree to cooperate in carrying them out to the fullest extent.

As conditions for acceptance in the Vocational Education Program, I therefore agree that:

1. I will be considered enrolled in the Vocational Education Program only after acceptance in a suitable training station.

2. I will be on time and regular in attendance at school and on-the-job. If I must be absent, I will call the attendance office, my teacher-coordinator, and my employer in the morning to explain the reason for my absence.

3. The student's training station is to be his/her only employment. Any exception must be with the written approval of the teacher-coordinator.

4. I will carry out my training on-the-job in such a manner that I will reflect credit upon myself and the Vocational Education Program.

5. I will conduct myself in a satisfactory manner on-the-job and in the classroom or I may be removed from the program, my training discontinued, and my schedule and the disposition of my case will be handled at the discretion of the teacher-coordinator and the administration. Quitting a job or being fired may constitute an automatic "F" for the on-the-job credit, and in most cases, the class credit also. If I fail either my related class or classes and/or the on-the-job training, I may be dropped from the program and/or receive an "F" in both classroom or work.

6. I will attend and participate in any function the Vocational Education Program wishes to sponsor.

7. I will pay normal fees and charges necessary for class activities, i.e., banquet, books, conferences, field trips, and clubs.

8. I will make a concerted effort to abide by all school rules and regulations and, therefore, avoid detentions or other disciplinary actions.

9. While I am at work, I am in a school program, and the appropriate school rules apply, i.e., wearing of safety glasses, dressing appropriately according to the standards set by the training station, etc.

10. In the event that my work is terminated for any period of time during the school year, I will be expected to remain at school and participate in work that may be assigned from time to time by the teacher-coordinator and/or principal.

11. The school can assume no responsibility for the student traveling to and from the vocational education training station.

12. I further understand that if I do not abide with ALL of the above regulations, I may be removed from the program.

Student_____ Parent_____

Date_____

CEDAR FALLS HIGH SCHOOL VOCATIONAL EDUCATION PROGRAM

T R A I N I N G A G R E E M E N T

19___ - 19___

The _____ will permit _____ to enter
(Training Agency) (Student)
their establishment for the purpose of getting practical knowledge and experience in the occupation of _____ from _____ to _____. The train-
(Beginning date) (Ending date)
ing will be in accordance with the general training outline and the following conditions:

1. The student, while in training, shall be deemed a student-learner and shall progress from job to job in order to gain experience in all possible phases of the operations and duties. The time schedule, as indicated in the training outline, shall be followed as closely as possible.

2. The training agency plans to provide not less than fifteen hours per week of training.

3. The school will provide instruction in the technical and related subjects for a minimum of one regular class period per day.

4. The student-learner will show a desire to learn and to cooperate with all persons responsible for his or her training.

5. The student must NOT go to work if he or she is absent from school that day.

6. The wages paid the student-learner shall be those which the employer would pay to a beginning employee doing the same type of work. This rate is to be the minimum legal wage required for the business with possibilities of advancement. The business may, if qualified, file a subminimum wage form with Wage Hour & Labor for the school year. The beginning rate of pay is to be _____ per hour.

7. The student-learner will adhere to all rules and regulations of the training agency, and make every effort to report for work promptly. In the event of illness or emergency, the student must notify the <u>employer</u> and the <u>school officials immediately</u>.

8. If for any reason the employer no longer desires to employ the student-learner, arrangements will be made with the teacher-coordinator to remove the student. Conferences about unsatisfactory situations, either at school or work, should be held to avoid the dismissal of the student-learner from either school or work station.

9. The employer agrees not to hire the student-learner on a full-time basis during the period of this agreement except by permission of school officials.

10. Section 96.19-7-g-(7) of the Code of Iowa states that as long as the student is under 22 year of age and is enrolled in a regular school program under a cooperative agreement for which he or she will receive academic credit, their earnings are exempt from both state and federal unemployment. Do not report the student-learner's earnings on your format(s).

Student _____ Employer _____

by _____

Parent _____ Teacher-Coordinator _____

Name of Training Station

(INITIAL TRAINING PLAN AND EVALUATION)
for
CLERK TYPIST

Name of Student

Name of Training Sponsor

Date

Instructions: This form was developed to evaluate your student-trainee's on-the-job experiences. Please use this form for pre-planning and evaluating the experiences the student received while under your supervision. To evaluate each item, place a check in the appropriate place on the evaluation line.

PREPARATORY TRAINING

Ability to manipulate 10-key adding machines for solving business problems	Adequate Ability	Needs Improvement
Ability to manipulate manual and electronic calculators	Adequate Ability	Needs Improvement
Ability to perform basic typing tasks with accuracy and office production level of speed	Adequate Ability	Needs Improvement
Ability to use alphabetic filing	Adequate Ability	Needs Improvement
Ability to use subject filing	Adequate Ability	Needs Improvement
Ability to use numeric filing	Adequate Ability	Needs Improvement
Ability to use geographic filing	Adequate Ability	Needs Improvement
Ability to perform the basic functions of offset duplicating	Adequate Ability	Needs Improvement
Ability to perform the basic functions of stencil duplicating	Adequate Ability	Needs Improvement
Ability to perform the basic functions of liquid or spirit duplicating	Adequate Ability	Needs Improvement
Ability to perform the basic function of various forms of photocopying	Adequate Ability	Needs Improvement

RECEPTIONIST DUTIES

Ability to greet callers by answering questions	Adequate Ability	Needs Improvement
Ability to greet callers by giving appropriate information	Adequate Ability	Needs Improvement
Ability to greet callers by directing to proper area or dismissing from office	Adequate Ability	Needs Improvement
Ability to answer the telephone by operating a simple	Adequate Ability	Needs Improvement
Ability to answer the telephone and take messages	Adequate Ability	Needs Improvement
Ability to answer telephone and place long distance calls	Adequate Ability	Needs Improvement
Ability to act as an information center	Adequate Ability	Needs Improvement

TYPING AND DUPLICATING DUTIES

Ability to prepare and type reports, invoices, and statements	Adequate Ability	Needs Improvement
Ability to type letters - form or routine	Adequate Ability	Needs Improvement
Ability to update address lists; prepare mailing lists	Adequate Ability	Needs Improvement
Ability to prepare stencils for runs of over 100 copies	Adequate Ability	Needs Improvement
Ability to prepare masters for reproduction for short runs of items such as memos	Adequate Ability	Needs Improvement
Ability to prepare offset mats for long runs	Adequate Ability	Needs Improvement
Ability to collate copies if necessary	Adequate Ability	Needs Improvement
Ability to store stencils and offset mats, if necessary	Adequate Ability	Needs Improvement

Unless otherwise requested by the employer, the teacher will share this report with the student.

MEADOW LANE PUBLIC SCHOOLS
Cooperative Office Education
Employer's Evaluation Sheet

Trainee _____ Training Sponsor _____

Training Station _____

Placement Date _____

Check Appropriate Column	Not Applicable	Excellent	Above Average	Average	Below Average	Unsatis-factory
PERSONAL HABITS						
Alertness						
Assumes responsibility						
Attendance & punctuality						
Cheerfulness						
Courtesy & thoughtfulness						
Cooperation						
Enthusiasm						
Initiative						
Self-confidence						
Sincerity & trustworthiness						
WORK HABITS						
Accuracy						
Attention to details						
Accepts & follows instruc-tions						
Careful with equipment						
Neatness						
Organization of work						
Persistence & thoroughness						
Reaction to pressure						
Quality of work						
JOB SKILLS						
Business math						
Filing						
Meeting the public						
Office machines						
Recordkeeping						
Speech & writing						
Spelling						
Shorthand						
Telephone skills						
Typing						
Transcription						
Other skills						

Use reverse side of this sheet for comments.

_____
Employer's Signature

Date _____

STEP 5: DISCUSS THE POLICIES AND PROCEDURES WITH EACH TRAINING SPONSOR

After the students have been thoroughly oriented to the rules and regulations for on-the-job training, a coordination visit should be arranged with each training sponsor to explain the orientation training received by the students, specific rules and regulations, teacher-coordinator responsibilities as well as the responsibilities of the training sponsor. If you feel a combined meeting of all the training sponsors would be more effective, set up a meeting for that purpose. This meeting is described in detail in Module 7.

POST TEST

1. What is the purpose of orienting a student for on-the-job training?

2. Which on-the-job training forms should be explained to the student during the orientation to on-the-job training?

3. Develop or outline the orientation training you would provide to students for on-the-job training.

PRE-TEST KEYS

GOAL 1

1. What is the purpose of a Student Guide?

   It serves to orient the student to the work experience program including classroom instruction and on-the-job training. It outlines the expectations and rules and regulations for the student to provide a better understanding of the program and what is needed to be a successful employee.

2. List at least seven topics which may be included in the on-the-job training section of a Student Guide.

   Attendance
   Tardiness and Absenteeism
   Punctuality
   Hours of work
   Dress/Grooming
   Use of Time
   Quality of work
   Company handbooks
   Dealing with problems
   Training Agreements & Training Plan
   Wage and payroll deductions
   On-the-job Evaluation
   Medical and first aid

GOAL 2

1. List five steps to follow in providing the student orientation to on-the-job training.

   A. Give each student a copy of the Student Guide to read.
   B. Discuss the rules and regulations students must follow in class and on the job.
   C. Discuss similarities and differences between the Student Guide and the company's manual or rules and regulations.
   D. Discuss all forms that will be used during the year for on-the-job training.
   E. Discuss policies and procedures with each training sponsor.

2. Outline the 3 program areas that should be discussed with students during an orientation to the work experience program.

   On-the-job Training

   Attendance
   Policies for absences
   Job rules and regulations
   Grooming/Dress
   Desired personal characteristics
   Training and evaluation procedures
   Forms to be used

   Classroom Instruction

   Attendance
   Policies for absences
   Course structure and content
   Specific rules and regulations
   Evaluation procedures

Student organization

Purpose
Structure
Membership
Activities
Participation requirements

3. List at least four forms which are used by the teacher-coordinator for on-the-job training and what the student should know about each of the forms.

Orientation Training Plan
Student's Weekly Work Report
Student Agreement and Training Agreement
Training Plan and Evaluation Form

The student should know:

1. The purpose and importance of each form
2. How each form is used
3. When each form is used
4. Who is responsible for completing each form

POST TEST KEY

1. What is the purpose of orienting a student for on-the-job training?

   For many students this may be their first job. It is important for them to understand expectations and requirements so they can get off to a good start. The orientation will show the students how the program works, the roles of the student, the training sponsor, and the teacher-coordinator, and what they can expect from their work experience.

2. Which on-the-job training forms should be explained to the student during the orientation to on-the-job training?

   The orientation training plan
   The student's weekly work report
   The student agreement and training agreement
   The training plan
   The evaluation form

3. Develop or outline the orientation training you would provide to students for on-the-job training.

   The orientation plan you have developed should allow each of the following criteria to be accomplished. Check each item to see if the orientation plan is complete.

	YES	NO
1. Are students provided with a written copy of all orientation information?	____	____
2. Is each item discussed thoroughly with the student?	____	____
3. Are all students' questions about the program and the on-the-job training answered completely?	____	____
4. Are similarities and differences between policies and procedures at the training station and those of the program?	____	____
5. Are all forms that will be used for on-the-job training discussed during the orientation?	____	____
6. Are all expectations, policies, rules and regulations covered during the orientation?	____	____
7. Are students informed of the consequences of not following the rules and regulations?	____	____
8. Is the orientation information discussed with each training sponsor?	____	____

ADDITIONAL RESOURCES

Meyer, Warren G., Crawford, Lucy C., and Klaurens, Mary K., Coordination in Cooperative Vocational Education, Merrill Publishing Company, Columbus, Ohio, 1975, pp. 98-121 and pp. 181-205.

Develop the Training Ability of On-the-Job Instructors, Module J-6, American Association for Vocational Instructional Materials, Athens, Georgia, 1978.